

Effective Communicator

	1	2	3	4
Indicators	<i>Rarely Demonstrates</i>	<i>Sometimes Demonstrates</i>	<i>Usually Demonstrates</i>	<i>Consistently Demonstrates</i>
Listens to, interprets, and uses information effectively	<ul style="list-style-type: none"> • Listens to the ideas and opinions of others and demonstrates understanding of the communication with ongoing assistance 	<ul style="list-style-type: none"> • Listens to the ideas and opinions of others and demonstrates understanding of the communication with moderate assistance 	<ul style="list-style-type: none"> • Usually solicits and actively listens to the ideas and opinions of others and demonstrates adequate understanding of the communication 	<ul style="list-style-type: none"> • Consistently solicits and actively listens to the ideas and opinions of others and demonstrates thorough understanding of the communication
Communicates effectively and clearly through speaking, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes	<ul style="list-style-type: none"> • Determines purpose for communicating, organizes and presents information to serve the purpose, context and audience with ongoing assistance • Communicates with logic or coherence with ongoing assistance 	<ul style="list-style-type: none"> • Determines purpose for communicating, organizes and presents information to serve the purpose, context and audience with moderate assistance • Communicates with logic and coherence with moderate assistance 	<ul style="list-style-type: none"> • Usually determines purpose for communicating, organizes and presents information to serve the purpose, context and audience • Usually communicates information with logic and coherence. Intended purpose is usually explicit and most major points are elaborated. 	<ul style="list-style-type: none"> • Consistently determines purpose for communicating, organizes and presents information to serve the purpose, context and audience • Consistently communicates information with logic and coherence. Intended purpose is explicit and all major points are fully elaborated
Reads with understanding various types of written materials and literature and uses information for a variety of purposes	<ul style="list-style-type: none"> • Seeks information through reading various types of written materials with ongoing support • Rarely self corrects and takes risks • Makes predictions and draw influences with 	<ul style="list-style-type: none"> • Seeks information through reading various types of written materials with moderate support • Sometimes self corrects and takes risks • Makes predictions and draws inferences with 	<ul style="list-style-type: none"> • Usually seeks information through reading various types of written materials • Usually self corrects and takes risks • Usually makes predictions and draws 	<ul style="list-style-type: none"> • Consistently seeks information through reading various types of written materials • Consistently self corrects and takes risks • Consistently makes predictions and draws

	ongoing assistance	moderate assistance	accurate inferences	accurate inferences
	<ul style="list-style-type: none"> • Demonstrates understanding and meaning derived from print with ongoing assistance • Organizes sequence of ideas/events that moves reader through the writing from beginning to end with ongoing assistance 	<ul style="list-style-type: none"> • Demonstrates understanding and meaning derived from print with moderate assistance • Organizes sequence of ideas/events that moves reader through the writing from beginning to end with moderate assistance 	<ul style="list-style-type: none"> • Usually demonstrates understanding and meaning derived from print • Usually organizes sequence of ideas/events that moves reader smoothly through the writing from beginning to end 	<ul style="list-style-type: none"> • Consistently demonstrates thorough understanding and meaning derived from print • Consistently organizes sequence of ideas/events that moves reader smoothly through the writing from beginning to end
Communicates effectively and clearly through writing, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes	<ul style="list-style-type: none"> • Demonstrates writing that appears to say what the writer thinks and feels with ongoing assistance • Rarely uses words or phrases that are precise and/or imaginative • Rarely demonstrates writing that shows a good grasp of standard writing conventions 	<ul style="list-style-type: none"> • Demonstrates writing that appears to say what the writer honestly thinks and feels with moderate assistance • Sometimes uses words or phrases that are precise and/or imaginative • Sometimes demonstrates writing that shows a good grasp of standard writing conventions 	<ul style="list-style-type: none"> • Usually demonstrates writing that appears to say what the writer honestly thinks and feels; conviction or caring is evident • Usually uses words or phrases that are precise and/or imaginative • Usually demonstrates writing that shows a good grasp of standard writing conventions 	<ul style="list-style-type: none"> • Consistently demonstrates writing that appears to say what the writer thinks and feels; conviction or caring is evident • Consistently uses words or phrases that are precise and/or imaginative • Consistently demonstrates writing that shows an excellent grasp of standard writing conventions
Observes and makes sense of visual information	<ul style="list-style-type: none"> • Observes and draws inferences and logical conclusions based on observations with ongoing assistance 	<ul style="list-style-type: none"> • Observes and draws inferences and logical conclusions based on observations with moderate assistance 	<ul style="list-style-type: none"> • Usually observes and draws inferences and logical conclusions based on observations 	<ul style="list-style-type: none"> • Consistently observes and draws logical inferences and conclusions based on observations

Independent Study Presentation Rubric

Category	1	2	3	4
Time Use	Time was used very poorly. Student seemed unprepared and unrehearsed.	Time was used fairly well. Student seemed slightly prepared and rehearsed.	Time was used quite well. Student seemed fairly prepared and rehearsed.	Time was used very well and student seemed well prepared/ rehearsed.
Presentation Skills	Volume, gestures, eye contact, enthusiasm and fluency were almost never used.	Volume, gestures, eye contact, enthusiasm and fluency were slightly used.	Volume, gestures, eye contact, enthusiasm and fluency were fairly well used.	Volume, gestures, eye contact, enthusiasm and fluency were well used throughout.
Organization	Very disorganized with little structure evident.	Slightly organized with some evidence of structure.	Fairly well organized with clear intro, body and conclusion.	Extremely well organized with clear intro, body and conclusion.
Research	Minimal research was evident.	Some research was evident.	Substantial research was evident.	Thorough research was evident.
Visual Aids	Minimally effective visuals that rarely enhanced information and had little relevance.	Moderately effective visuals that somewhat enhanced information and were relevant.	Substantially effective visuals that enhanced information and were large and meaningful.	Highly effective visuals that enhanced information and were large and meaningful.
Information	Minimally effective.	Moderately effective.	Effective	Highly effective.
Sources	No sources were provided.	Very few sources were provided.	Some sources were provided.	Extensive list of sources was provided.
Time	<4 minutes	4-6 minutes	6-8 minutes	8-10 minutes